



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2007 (Reports Revised October 2007)
ID: 12531737
District: MSAD 59
School: Athens Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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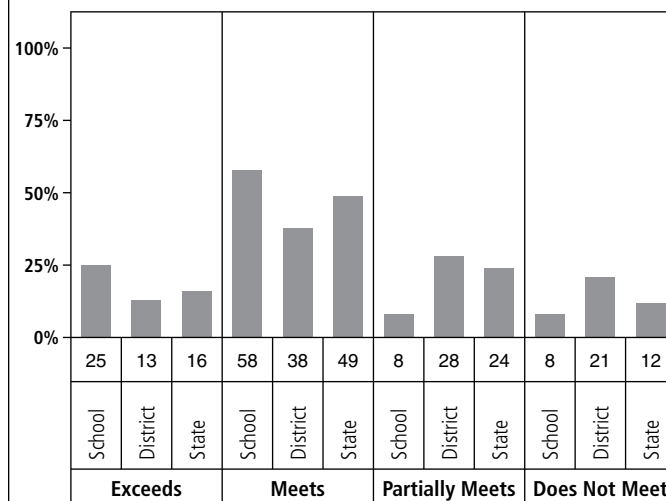
SUMMARY OF SCORES

Date: March 2007
Grade: 8
District: MSAD 59
School: Athens Elementary School

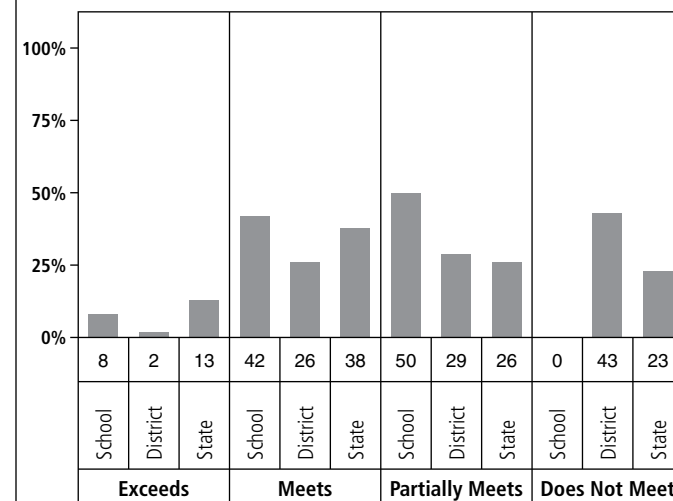
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	842 851 846	840 842 841	845 847 846
Mathematics 2005–2006 2006–2007 Cum. Avg. *	844 844 844	834 831 832	840 842 841
Science & Technology 2005–2006 2006–2007 Cum. Avg. *	850 852 851	842 841 841	846 847 846
ELA – Writing 2005–2006 2006–2007 Cum. Avg. *	844 844	834 834	836 836

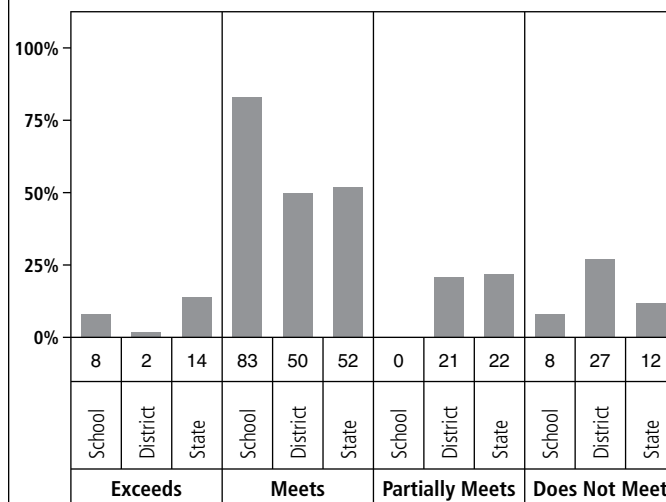
ELA – READING



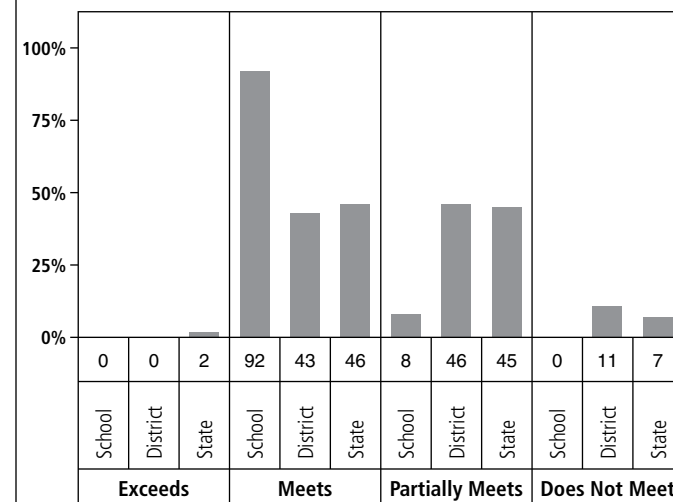
MATHEMATICS



SCIENCE AND TECHNOLOGY



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 8
 District: MSAD 59
 School: Athens Elementary School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
								ELA–Reading						Mathematics						Science and Technology						ELA–Writing									
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students		13	100	83	100	15800	100	13	100	83	100	15584	99	13	100	83	100	15578	99	13	100	83	100	15540	99	13	100	81	98	15463	98				
Ethnicity	African American	0	0	0	0	339	2	0	0	0	0	330	98	0	0	0	0	331	99	0	0	0	0	326	97	0	0	0	0	318	95				
	American Indian/Native Alaskan	0	0	0	0	108	1	0	0	0	0	104	98	0	0	0	0	104	98	0	0	0	0	102	96	0	0	0	0	103	97				
	Asian/Pacific Islander	0	0	0	0	194	1	0	0	0	0	189	98	0	0	0	0	189	98	0	0	0	0	188	98	0	0	0	0	188	98				
	Hispanic	1	8	2	2	160	1	1	100	2	100	152	96	1	100	2	100	152	96	1	100	2	100	149	94	1	100	2	100	148	94				
	White	12	92	81	98	14997	95	12	100	81	100	14807	99	12	100	81	100	14800	99	12	100	81	100	14773	99	12	100	79	98	14704	98				
	Not Reported	0	0	0	0	2	0	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100				
Identified disability		2	15	9	11	2649	17	2	100	9	100	2560	97	2	100	9	100	2557	97	2	100	9	100	2539	97	2	100	9	100	2504	95				
Current LEP		0	0	0	0	280	2	0	0	0	0	274	99	0	0	0	0	275	99	0	0	0	0	267	96	0	0	0	0	263	95				
Economically disadvantaged		6	46	43	52	5600	35	6	100	43	100	5479	98	6	100	43	100	5476	98	6	100	43	100	5452	98	6	100	41	95	5411	97				
Migrant		0	0	0	0	8	0	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88				

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology						ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	11	85	73	88	13056	83	11	85	73	88	13057	83	11	85	73	88	13065	83	12	92	72	87	13033	82
Identified disability (PET/IEP)	0	0	1	1	474	4	0	0	1	1	477	4	0	0	1	1	488	4	1	8	2	3	492	4
LEP	0	0	0	0	148	1	0	0	0	0	150	1	0	0	0	0	146	1	0	0	0	0	148	1
504 plan	0	0	0	0	186	1	0	0	0	0	185	1	0	0	0	0	185	1	0	0	0	0	184	1
Participation with accommodations	1	8	9	11	2283	14	1	8	9	11	2281	14	1	8	9	11	2248	14	0	0	8	10	2198	14
Identified disability (PET/IEP)	1	100	7	78	1855	81	1	100	7	78	1848	81	1	100	7	78	1831	81	0	0	6	75	1790	81
LEP	0	0	0	0	112	5	0	0	0	0	117	5	0	0	0	0	113	5	0	0	0	0	107	5
504 plan	0	0	0	0	60	3	0	0	0	0	61	3	0	0	0	0	60	3	0	0	0	0	61	3
Other	0	0	2	22	284	12	0	0	2	22	284	12	0	0	2	22	272	12	0	0	2	25	268	12
Participation through alternate assessment (PAAP)	1	8	1	1	239	2	1	8	1	1	240	2	1	8	1	1	227	1	1	8	1	1	232	1
Identified disability (PET/IEP)	1	100	1	100	230	96	1	100	1	100	232	97	1	100	1	100	220	97	1	100	1	100	222	96
LEP	0	0	0	0	8	3	0	0	0	0	8	3	0	0	0	0	8	4	0	0	0	0	8	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0																		
Approved non-participation – special consideration	0	0	0	0	41	0	0	0	0	0	45	0	0	0	0	0	45	0	0	0	0	0	45	0
Non-participation – other	0	0	0	0	175	1	0	0	0	0	177	1	0	0	0	0	215	1	0	0	2	2	292	2

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 8
District: MSAD 59
School: Athens Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006 2006-2007 Cum. Avg.	1	8	4	5	2695	17
		3	25	11	13	2407	16
		2	14	8	10	2551	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006 2006-2007 Cum. Avg.	6	46	32	44	6830	42
		7	58	31	38	7494	49
		7	50	32	41	7162	45
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006 2006-2007 Cum. Avg.	4	31	23	32	3741	23
		1	8	23	28	3628	24
		3	21	23	29	3685	23
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006 2006-2007 Cum. Avg.	2	15	14	19	3003	18
		1	8	17	21	1810	12
		2	14	16	20	2407	15

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	38.8	69.3	33.1	59.1	36.5	65.2
Literary Text	28	50	18.8	67.1	16.3	58.2	18.0	64.3
Informational Text	28	50	20.1	71.8	16.8	60.0	18.5	66.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: MSAD 59
 School: Athens Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	12	3	25	7	58	1	8	1	8	851	82	13	38	28	21	842	15339	16	49	24	12	847
Ethnicity																						
African American	0										0						313	6	42	27	26	840
American Indian/Native Alaskan	0										0						103	7	35	38	20	839
Asian/Pacific Islander	0										0						187	17	47	24	13	848
Hispanic	1										2						148	9	45	28	18	843
White	11	2	18	7	64	1	9	1	9	850	80	13	39	29	20	842	14586	16	49	23	11	847
Not Reported	0										0						2					
Identified disability																						
Yes	1										8	0	0	13	88	812	2329	1	18	37	44	830
No	11	3	27	7	64	1	9	0	0	853	74	15	42	30	14	845	13010	18	54	21	6	850
Limited English proficient students																						
Current LEP in first year	0										0						5	0	0	40	60	820
Current LEP beyond first year	0										0						255	2	30	31	36	834
Economically disadvantaged																						
Yes	6	1	17	3	50	1	17	1	17	845	43	9	30	33	28	838	5325	7	41	31	21	841
No	6	2	33	4	67	0	0	0	0	857	39	18	46	23	13	846	10014	20	53	20	7	851
Migrant																						
Yes	0										0						7	0	14	57	29	836
No	12	3	25	7	58	1	8	1	8	851	82	13	38	28	21	842	15332	16	49	24	12	847
Gender																						
Female	9	2	22	5	56	1	11	1	11	849	44	20	43	32	5	848	7516	21	50	20	8	850
Male	3										38	5	32	24	39	834	7821	10	47	27	16	844
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	1										12	0	17	33	50	831	803	5	36	38	20	840
No	11	3	27	7	64	0	0	1	9	852	70	16	41	27	16	843	14536	16	50	23	11	848
Gifted/talented program																						
Yes	0										0						555	58	39	3	0	864
No	12	3	25	7	58	1	8	1	8	851	82	13	38	28	21	842	14784	14	49	24	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 8
District: MSAD 59
School: Athens Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%		
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	8 33 58 0	0 3 0	0 75 0	1 0 6	100 0 86	0 1 0	0 25 0	0 0 1	0 0 14	856 860 845	21 61 18 0	12 14 13	53 28 53	24 34 13	12 24 20	846 840 843	8 48 39 5	6 13 20 23	35 50 51 45	30 25 21 19	29 12 7 14	838 847 850 849
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	33 58 8 0	1 2 0	25 29 0	2 4 1	50 57 100	0 1 0	0 14 0	1 0 0	25 0 0	848 854 844	27 52 17 4	14 14 14 0	27 45 36 33	23 33 29 0	36 7 21 67	837 846 841 823	34 52 11 3	22 14 8 5	52 51 38 31	19 25 32 29	8 10 22 36	851 847 841 835
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	25 67 8 0	2 1 0	67 13 0	1 5 1	33 63 100	0 1 0	0 13 0	0 1 0	0 13 0	862 847 850	26 52 20 2	38 7 0	33 47 25 0	10 30 50 0	19 16 25 100	849 842 834 811	29 49 19 3	32 12 3 2	52 54 36 25	11 24 39 35	5 10 22 37	855 847 838 833
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	0 67 33	2 1	25 25	5 2	63 50	0 1	0 25	1 0	13 0	851 852	11 61 28	0 19 9	44 40 36	22 29 27	33 13 27	841 844 839	14 63 23	10 16 20	40 50 52	27 24 19	23 10 9	841 848 850
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	0 25 75	0 3	0 33	2 5	67 56	0 1	0 11	1 0	33 0	841 854	6 51 43	0 10 21	40 34 44	40 32 24	20 24 12	834 839 847	7 51 41	3 11 24	28 48 55	34 28 15	36 12 6	834 845 852
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	17 75 8	1 2 0	50 22 0	1 5 1	50 56 100	0 1 0	0 11 0	0 1 0	0 11 0	856 850 850	38 49 12	26 8 0	29 45 40	23 40 0	23 8 60	843 844 827	41 52 6	16 17 7	48 51 39	24 22 30	11 10 24	847 848 840
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	8 25 33 33	0 3 0 0	0 100 0	1 0 3 3	100 0 75 75	0 0 1 0	0 0 25 0	0 0 0 1	0 0 0 25	848 867 848 843	12 20 20 48	20 31 0 10	50 25 44 38	20 25 25 31	10 19 31 21	850 845 838 840	18 41 14 27	21 20 14 6	52 51 48 45	19 9 26 31	8 9 13 18	851 850 846 842
How do you feel about the following statement? <i>“My knowledge of reading will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	50 50 0 0	1 2	17 33	4 3	67 50	1 0	17 0	0 1	0 17	850 852	46 48 5 1	19 10 0 0	38 41 0 100	24 31 50 0	19 18 50 0	845 841 820 856	44 48 5 2	22 12 4 3	52 48 42 33	18 27 31 34	8 13 23 30	851 845 840 836
Optional school/district question A. B. C. D.	0 0 0 0										50 0 50 0	0 0	0 0	100 100	0 826	838						

MATHEMATICS RESULTS

Date: March 2007
Grade: 8
District: MSAD 59
School: Athens Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	3	23	5	7	1714	11
	2006-2007	1	8	2	2	1952	13
	Cum. Avg.	2	14	4	5	1833	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	4	31	20	27	5533	34
	2006-2007	5	42	21	26	5870	38
	Cum. Avg.	5	36	21	27	5702	36
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	3	23	20	27	4764	29
	2006-2007	6	50	24	29	3982	26
	Cum. Avg.	5	36	22	28	4373	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	3	23	28	38	4251	26
	2006-2007	0	0	35	43	3534	23
	Cum. Avg.	2	14	32	41	3893	25

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.5	53.1	7.2	45.0	8.8	55.0
Cluster 2: Shape and Size	14	25	7.7	55.0	6.0	42.9	7.3	52.1
Cluster 3: Mathematical Decision Making	8	14	5.2	65.0	3.2	40.0	4.2	52.5
Cluster 4: Patterns	18	32	9.7	53.9	7.3	40.6	10.1	56.1

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: MSAD 59
 School: Athens Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	12	1	8	5	42	6	50	0	0	844	82	2	26	29	43	831	15338	13	38	26	23	842
Ethnicity																						
African American	0										0						317	4	25	27	43	832
American Indian/Native Alaskan	0										0						102	4	25	33	38	833
Asian/Pacific Islander	0										0						187	14	47	22	17	846
Hispanic	1										2						149	6	34	32	28	838
White	11	1	9	4	36	6	55	0	0	842	80	3	25	30	43	831	14581	13	39	26	23	842
Not Reported	0										0						2					
Identified disability																						
Yes	1										8	0	0	25	75	812	2325	1	15	23	61	825
No	11	1	9	5	45	5	45	0	0	845	74	3	28	30	39	833	13013	15	42	26	16	845
Limited English proficient students																						
Current LEP in first year	0										0						11	0	27	18	55	825
Current LEP beyond first year	0										0						256	4	22	29	45	831
Economically disadvantaged																						
Yes	6	0	0	2	33	4	67	0	0	841	43	0	16	30	53	828	5322	5	29	29	36	834
No	6	1	17	3	50	2	33	0	0	847	39	5	36	28	31	835	10016	17	43	24	16	846
Migrant																						
Yes	0										0						7	14	0	29	57	832
No	12	1	8	5	42	6	50	0	0	844	82	2	26	29	43	831	15331	13	38	26	23	842
Gender																						
Female	9	1	11	2	22	6	67	0	0	842	44	5	20	32	43	832	7512	12	39	27	22	842
Male	3										38	0	32	26	42	831	7824	14	38	25	24	842
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	1										12	0	0	42	58	825	805	2	22	35	41	832
No	11	1	9	5	45	5	45	0	0	845	70	3	30	27	40	832	14533	13	39	25	22	842
Gifted/talented program																						
Yes	0										0						555	63	35	2	0	866
No	12	1	8	5	42	6	50	0	0	844	82	2	26	29	43	831	14783	11	38	27	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 8
District: MSAD 59
School: Athens Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	1	100	0	0	0	0	842	21	0	35	18	47	830	8	7	27	23	44	832
B. less than one hour	33	1	25	2	50	1	25	0	0	856	61	4	22	30	44	832	48	11	39	27	23	841
C. one to two hours	58	0	0	2	29	5	71	0	0	837	18	0	27	40	33	833	39	15	40	26	19	844
D. more than two hours	0										0						5	18	36	23	23	843
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	25	0	0	1	33	2	67	0	0	837	22	6	28	33	33	832	34	22	43	20	15	848
B. They match some of what I have learned.	58	1	14	3	43	3	43	0	0	848	48	3	31	31	36	835	48	9	40	29	22	841
C. They match just a little of what I have learned.	17	0	0	1	50	1	50	0	0	839	27	0	18	27	55	826	14	6	27	30	37	835
D. There is no match.	0										2	0	0	0	100	819	3	5	14	22	59	827
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	17	0	0	1	50	1	50	0	0	846	21	6	47	18	29	838	24	34	43	13	10	853
B. good	50	1	17	2	33	3	50	0	0	847	37	3	20	43	33	834	46	9	45	27	19	842
C. fair	25	0	0	2	67	1	33	0	0	840	30	0	29	21	50	828	24	2	27	36	35	833
D. poor	8	0	0	0	0	1	100	0	0	832	12	0	0	30	70	819	6	1	13	33	52	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	25	0	0	1	33	2	67	0	0	839	54	0	20	30	50	829	31	3	31	32	34	835
B. about the same as my regular schoolwork	67	1	13	3	38	4	50	0	0	844	38	6	35	29	29	837	53	11	43	27	19	843
C. easier than my regular schoolwork	8	0	0	1	100	0	0	0	0	860	7	0	17	33	50	825	16	38	38	12	12	854
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	33	0	0	3	75	1	25	0	0	847	47	0	32	21	47	831	42	10	38	28	23	841
B. I tried about the same as I do on my regular schoolwork.	58	1	14	2	29	4	57	0	0	843	40	6	25	38	31	835	51	15	40	25	20	844
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	0	0	1	100	0	0	836	14	0	9	36	55	825	6	13	27	24	36	837
How often do you use laptops in mathematics class?																						
A. almost every day	8	0	0	1	100	0	0	0	0	860	1	0	100	0	0	860	6	10	33	25	32	838
B. two or three days a week	25	0	0	1	33	2	67	0	0	839	20	0	13	50	38	831	13	9	36	28	27	839
C. two or three times each month	25	1	33	2	67	0	0	0	0	855	57	4	34	17	45	832	39	13	40	27	19	843
D. never	42	0	0	1	20	4	80	0	0	837	22	0	11	44	44	827	41	14	38	24	23	842
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	58	0	0	3	43	4	57	0	0	839	13	0	30	50	20	832	38	15	41	24	19	844
B. Calculators are used once or twice a week.	42	1	20	2	40	2	40	0	0	851	18	7	21	36	36	833	37	12	38	27	23	842
C. Calculators are used once or twice a month.	0										26	0	43	10	48	833	13	11	36	27	26	840
D. Calculators are rarely or never used.	0										44	3	17	31	49	830	13	9	33	27	31	838
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	42	0	0	2	40	3	60	0	0	841	46	0	38	30	32	835	56	16	42	24	18	845
B. agree	58	1	14	3	43	3	43	0	0	846	47	5	18	29	47	829	37	9	36	29	26	840
C. disagree	0										4	0	0	33	67	831	5	6	28	26	40	834
D. strongly disagree	0										4	0	0	33	67	815	2	3	17	29	51	828
Optional school/district question																						
A.	0										50	0	0	100	0	830						
B.	0										0											
C.	0										50	0	0	0	100	824						
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007
Grade: 8
District: MSAD 59
School: Athens Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	2	15	4	5	1879	12
	2006-2007	1	8	2	2	2192	14
	Cum. Avg.	2	14	3	4	2036	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	7	54	33	45	8604	53
	2006-2007	10	83	41	50	7916	52
	Cum. Avg.	9	64	37	47	8260	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	1	8	23	32	3618	22
	2006-2007	0	0	17	21	3340	22
	Cum. Avg.	1	7	20	26	3479	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	3	23	13	18	2174	13
	2006-2007	1	8	22	27	1865	12
	Cum. Avg.	2	14	18	23	2020	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.5	67.9	8.3	59.3	8.8	62.9
Cluster 2: Physical Sciences	14	25	9.2	65.7	6.6	47.1	8.4	60.0
Cluster 3: Earth and Space Sciences	14	25	6.9	49.3	5.7	40.7	7.0	50.0
Cluster 4: Nature and Implications of Science	14	25	9.4	67.1	7.3	52.1	8.0	57.1

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: MSAD 59
 School: Athens Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	12	1	8	10	83	0	0	1	8	852	82	2	50	21	27	841	15313	14	52	22	12	847
Ethnicity																						
African American	0										0						314	5	39	26	30	839
American Indian/Native Alaskan	0										0						101	4	40	36	21	841
Asian/Pacific Islander	0										0						186	14	52	19	15	847
Hispanic	1										2						146	8	49	23	21	843
White	11	1	9	9	82	0	0	1	9	851	80	3	50	21	26	841	14564	15	52	22	12	848
Not Reported	0										0						2					
Identified disability																						
Yes	1										8	0	0	25	75	822	2319	2	28	31	38	835
No	11	1	9	10	91	0	0	0	0	853	74	3	55	20	22	843	12994	16	56	20	8	850
Limited English proficient students																						
Current LEP in first year	0										0						7	0	29	14	57	820
Current LEP beyond first year	0										0						252	3	31	27	39	835
Economically disadvantaged																						
Yes	6	0	0	5	83	0	0	1	17	847	43	0	37	26	37	838	5307	6	44	29	21	842
No	6	1	17	5	83	0	0	0	0	856	39	5	64	15	15	845	10006	19	56	18	7	850
Migrant																						
Yes	0										0						7	0	43	14	43	837
No	12	1	8	10	83	0	0	1	8	852	82	2	50	21	27	841	15306	14	52	22	12	847
Gender																						
Female	9	1	11	7	78	0	0	1	11	851	44	5	50	25	20	843	7502	13	51	24	11	847
Male	3										38	0	50	16	34	839	7809	15	52	20	13	848
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	1										12	0	25	33	42	836	800	5	38	35	22	841
No	11	1	9	9	82	0	0	1	9	852	70	3	54	19	24	842	14513	15	52	21	12	848
Gifted/talented program																						
Yes	0										0						553	61	37	1	0	865
No	12	1	8	10	83	0	0	1	8	852	82	2	50	21	27	841	14760	13	52	23	13	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 8
District: MSAD 59
School: Athens Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	8 33 58 0	0 1 0 0	0 25 0 0	1 3 6 0	100 75 86 0	0 0 0 0	0 0 0 0	0 0 1 14	0 0 0 0	858 858 847 0	21 61 18 0	0 4 0 0	65 40 67 0	18 24 13 0	18 32 20 0	843 840 843 0	8 48 39 5	7 13 18 18	40 52 54 51	25 23 20 19	28 12 8 13	840 847 850 848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	25 58 17 0	0 1 0 0	0 14 0 0	2 6 2 0	67 86 100 0	0 0 0 0	0 0 0 0	1 0 0 0	33 0 0 0	843 855 853 0	19 49 25 7	0 3 5 0	47 48 65 33	20 25 5 50	33 25 25 17	838 841 845 839	27 49 19 4	16 15 13 7	54 52 51 43	20 22 23 26	10 12 13 25	849 848 847 841
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	0 83 17 0	1 0 0 0	10 0 0 0	8 2 2 0	80 100 100 0	0 0 0 0	0 0 0 0	1 0 0 0	10 0 0 0	851 853 0 0	26 46 26 2	5 3 0 0	52 59 38 0	14 22 24 50	29 16 38 50	841 845 837 832	21 54 21 3	28 14 5 2	53 55 46 36	13 21 31 32	7 10 18 31	853 848 842 837
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 83 0	0 1 0	0 10 0	1 9 0	50 90 0	0 0 0	0 0 0	1 0 0	50 0 0	839 854 0	33 61 6	0 4 0	58 51 20	27 18 20	15 27 60	844 842 824	33 57 10	14 14 19	51 53 52	23 22 17	13 11 13	847 848 849
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	25 75 0	0 1 0	0 11 0	2 8 0	67 89 0	0 0 0	0 0 0	1 0 0	33 0 0	845 854 0	35 61 4	0 4 0	43 53 67	25 20 0	32 22 33	838 843 845	41 53 5	14 15 8	53 52 41	21 22 26	11 11 25	848 848 841
Which statement describes how often and how long your science class meets? A. We meet every day for 45 minutes to an hour. B. We meet on alternate days for 80 to 90 minutes. C. We meet every day for 45 minutes, plus a longer lab period each week. D. We have a flexible schedule depending on the activities.	67 8 17 8	1 0 0 0	13 0 0 0	6 1 2 1	75 100 100 100	0 0 0 0	0 0 0 0	1 0 0 0	13 0 0 0	851 848 858 844	29 54 5 13	4 2 0 0	39 56 50 50	13 23 25 30	43 19 25 20	838 844 843 840	68 16 6 10	16 13 13 9	54 49 46 46	21 23 25 25	10 14 16 20	849 846 845 843
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	0 0 100 0	1 0 0 0	8 0 0 0	10 0 0 0	83 0 0 0	0 0 0 0	0 0 0 0	1 0 0 0	8 0 0 0	852 0 0 0	35 22 35 29	4 0 4 0	76 38 12 52	12 38 8 29	8 38 19 19	848 837 848 841	22 23 22 28	30 16 48 7	48 54 14 51	14 19 8 28	8 12 8 13	853 848 850 845
How do you feel about the following statement? <i>“My knowledge of science and technology will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	33 67 0 0	0 1 0 0	0 13 0 0	4 6 0 0	100 75 0 0	0 0 0 0	0 0 0 0	0 1 0 0	0 13 0 0	851 852 0 0	35 54 10 0	0 5 0 0	61 47 38 0	25 16 38 0	14 33 25 0	844 841 837 0	29 54 13 3	19 14 7 4	53 52 49 46	17 22 28 27	10 11 16 24	850 848 844 841
Optional school/district question A. B. C. D.	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	50 0 50 0	0 0 0 0	0 0 0 0	100 0 0 0	0 0 100 0	840 0 830 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

ELA–WRITING RESULTS

Date: March 2007
Grade: 8
District: MSAD 59
School: Athens Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 861–880)	2005-2006 2006-2007 Cum. Avg.	0 0	0 0	0 0	0 0	285 285	2 2
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 841–860)	2005-2006 2006-2007 Cum. Avg.	11 11	92 92	34 34	43 43	6948 6948	46 46
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 817–840)	2005-2006 2006-2007 Cum. Avg.	1 1	8 8	37 37	46 46	6873 6873	45 45
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 800–816)	2005-2006 2006-2007 Cum. Avg.	0 0	0 0	9 9	11 11	1125 1125	7 7

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	12.5	62.5	10.0	50.0	10.4	52.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.3	52.5	5.0	41.7	5.3	44.2
Standard English Conventions (Standard F)	8	40	6.3	78.8	5.0	62.5	5.2	65.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: MSAD 59
 School: Athens Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	12	0	0	11	92	1	8	0	0	844	80	0	43	46	11	834	15231	2	46	45	7	836
Ethnicity																						
African American	0										0						305	1	37	50	12	832
American Indian/Native Alaskan	0										0						102	1	25	58	17	829
Asian/Pacific Islander	0										0						186	2	49	39	10	837
Hispanic	1										2						145	0	37	57	6	834
White	11	0	0	10	91	1	9	0	0	844	78	0	41	47	12	834	14491	2	46	45	7	836
Not Reported	0										0						2					
Identified disability																						
Yes	1										8	0	13	13	75	814	2282	0	12	58	30	823
No	11	0	0	10	91	1	9	0	0	844	72	0	46	50	4	836	12949	2	52	43	3	838
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	40	40	821
Current LEP beyond first year	0										0						250	0	30	55	15	830
Economically disadvantaged																						
Yes	6	0	0	6	100	0	0	0	0	843	41	0	44	41	15	833	5264	1	33	54	12	832
No	6	0	0	5	83	1	17	0	0	845	39	0	41	51	8	836	9967	3	52	40	5	838
Migrant																						
Yes	0										0						7	0	43	29	29	829
No	12	0	0	11	92	1	8	0	0	844	80	0	43	46	11	834	15224	2	46	45	7	836
Gender																						
Female	9	0	0	8	89	1	11	0	0	845	43	0	51	44	5	838	7476	3	58	37	3	840
Male	3										37	0	32	49	19	830	7753	1	34	53	12	832
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	1										11	0	9	82	9	830	796	0	32	58	10	831
No	11	0	0	10	91	1	9	0	0	843	69	0	48	41	12	835	14435	2	46	44	7	836
Gifted/talented program																						
Yes	0										0						553	10	74	16	0	847
No	12	0	0	11	92	1	8	0	0	844	80	0	43	46	11	834	14678	2	45	46	8	835

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number